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ABSTRACT

The first section in this 31st annual report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1996. Title I authorizes federally funded programs that prioritize educational needs of several groups of educationally disadvantaged children and deliver appropriate supplemental instruction to them. Basic provisions of Title I allocate funds for the supplemental instruction of children from low-income families. Special provisions of Title I fund school districts serving children of migratory agricultural workers and fund supplemental instruction for neglected or delinquent children in state-operated facilities. Information related to participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends is presented for each group. The second section addresses educational programs for homeless children in domestic violence shelters, runaway shelters, emergency shelters, and transitional shelters. Funding is available for transportation, reducing enrollment delays, tutoring, and professional development for educators and pupil services personnel. Five-year trends, students served, and successes are discussed. The final section discusses Title VI innovative assistance programs, which support local education reform efforts, efforts to accomplish the National Education Goals, improvement in library services and instructional and media materials, and programs to serve at-risk and high-cost students. Information is presented on 5-year trends, participation rates, expenditure patterns, and successes. (TD)

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Spring Conference Supplement

TITLE I

IN OHIO

Including Title I, Migrant, State Neglected or Delinquent, Title VI, Homeless Children and Youth

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Ohio Association of Administrators of State and Federal Education Programs

Annual Evaluation Report
Fiscal Year 1996

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Title I in OHIO

Division of Federal Assistance

Title I, Migrant, State Neglected or Delinquent, Title VI, Homeless Children and Youth

These programs are authorized by the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act, and by the Stewart B. McKinney Homeless Assistance Act.

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TITLE I IN OHIO

Including Title I, Migrant, State Neglected or Delinquent, Title VI, Homeless Children and Youth

Elementary and Secondary Education Act
31st Annual Evaluation Report

Fiscal 1996

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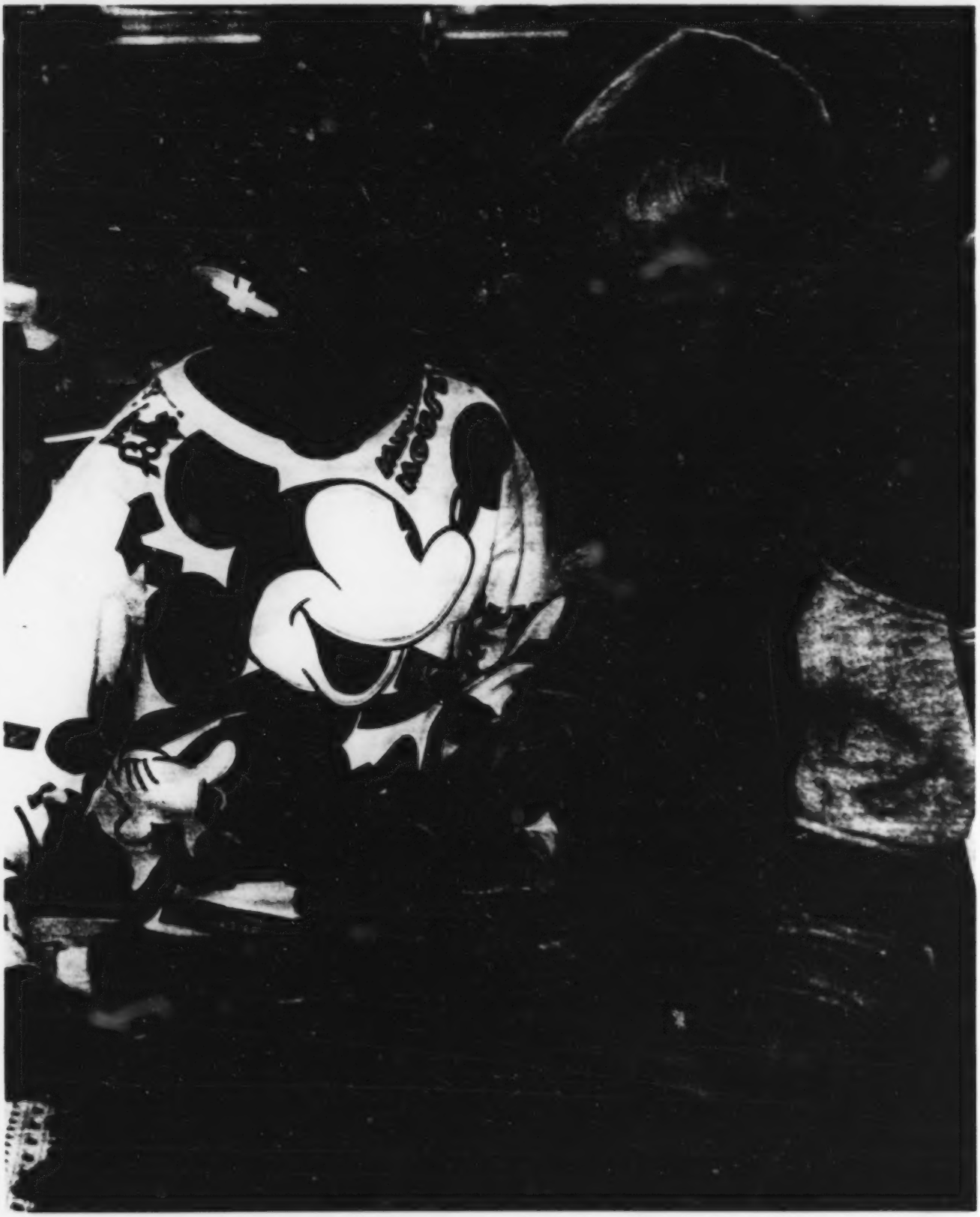


Title I Helps Children

This 31st annual report summarizes recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1996 (the 1995-96 school year and the summer that followed), related to participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Title I are funded on the premise that areas with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for these students.

Special provisions of Title I recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Title I also recognize the need for supplemental instruction to help neglected or delinquent children who attend school in state-operated facilities.

Title I in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance.

Pages 5 to 14 explain the basic Title I services provided by Ohio's public school districts. Statistics for the current year and selected five-year trends clearly indicate the impact of Title I funds in the state.

Pages 15 to 19 describe the special Title I services provided for the children of migratory agricultural workers and neglected or delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of supplemental services provided through federal aid to education.

Basic Program

Nearly all school districts in Ohio qualify for Title I funds. In fiscal 1996, 606 of 612 districts operated Title I programs.

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are

- From low-income families, based on federal census data.
- From families with income above the poverty line that receive Aid to Families with Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes.

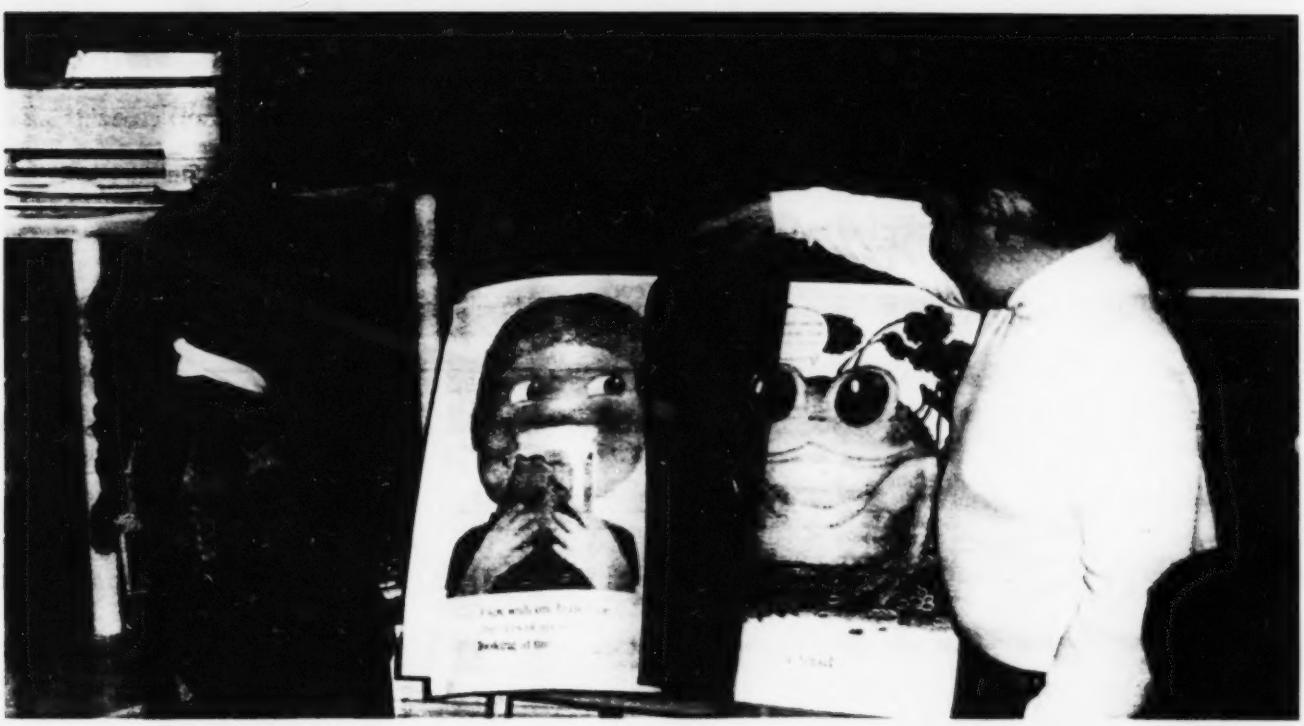
Grant awards to school districts for basic programs over the last five years totaled more than $1,200,000,000.

Title I is *forward funded* — the money approved for the federal fiscal year that begins in October is available for use during the school year that begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes that occur during the school year.

Table 1
Five-Year Trend:
Title I Grant Awards

Fiscal Year	Grant Award
1992	$ 199,391,283
1993	224,682,941
1994	243,867,455
1995	274,267,585
1996	296,610,407
Total	**$1,238,819,671**



School and Local Institution Participation

Of the state's 3,610 public elementary, middle/junior high, and high schools 2,767 or 77 percent were eligible for Title I service in fiscal 1996. During the regular term of fiscal 1996, Title I programs were operated in 2,308 or 83 percent of eligible schools. The vast majority of Title I served schools, 2,119 or 92 percent, were Targeted Assistance Schools, and 189 or eight percent were Schoolwide Program Schools (see Table 2). In addition, 189 neglected or delinquent institutions were also Title I served (see Table 3).

Table 2
Public School Participation

Title I Public School Types	Number	Percent
Public Targeted Assistance Schools (TAS)	2,119	92
Public Schoolwide Program (SWP) Schools	189	8
Totals	**2,308**	**100**

Table 3
Local Neglected or Delinquent Institution Participation

Local Institution Types	Number	Percent
Local Neglected Institution	93	49
Local Delinquent Institution	96	51
Totals	**189**	**100**

Student Participation

During the fiscal 1996 regular term, 265,805 (96 percent) students were served in Title I programs, and 10,312 (4 percent) students were served in summer 1996 for a total of 276,117 students served. Of this total number of Title I served students, 254,263 or 92 percent were public school students, 7,897 or three percent were nonpublic school students, 4,170 or one percent were neglected institution students, and 9,787 or four percent were delinquent institution students (see Table 4).

Table 4
Student Participation by Public/Nonpublic Schools and Local Neglected/Delinquent Institutions

School/Local Institution Students	Number	Percent
Public School Students	254,263	92
Nonpublic School Students	7,897	3
Local Neglected Institution Students	4,170	1
Local Delinquent Institution Students	9,787	4
Totals	**276,117**	**100**

Most Title I activities in Ohio are conducted during the regular term, and 65 percent are directed toward serving children in grades prekindergarten through three (see Table 5). The 606 school districts providing Title I instruction during the regular term served 265,805 students. Those districts that had summer-term instruction served 10,312 students.

Table 5
Student Participation by Grade Spans

Grade Spans	Regular Term*		Summer Term**		Both Terms	
	Number	Percent	Number	Percent	Number	Percent
PK	2,659	1	103	1	2,762	1
K	27,874	11	864	10	28,738	11
1-3	137,053	53	3,756	44	140,809	53
4-6	67,445	26	1,630	19	69,075	26
7-9	19,760	8	1,649	19	21,409	8
10-12	2,385	1	606	7	2,991	1
Totals	**257,176**	**100**	**8,608**	**100**	**265,784**	**100**

* Does not include 546 students in nongraded programs and 8,083 students in delinquent institutions.

**Does not include 1,704 students in delinquent institutions.

The grade level with the most participants was grade one with 59,166 students. Grade two ranked second with 44,567. Grades three and kindergarten followed with 37,076 and 28,738 respectively.

Very few school districts provide Title I services at the secondary level. On a combined basis, nine percent of all participants in fiscal 1996, were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, they indicate that priorities have been established in line with local needs assessments and funding levels.

The U.S. Supreme Court ruled in 1985 that Title I teachers cannot be sent into church-related private schools to provide instruction. This ruling from *Aguilar v. Felton* does not negate the portion of Title I law that requires a school district to consider the needs of nonpublic school students when planning its program.

Nonpublic school students who meet selection criteria and reside in qualified attendance areas are included in the planning for basic Title I programs and are provided with appropriate services. In fiscal 1996, a total of 7,897 nonpublic school students received Title I instruction (see Table 6).

Table 6
Nonpublic School Student Participation by Grade Spans

Grade Spans	Number	Percent
Prekindergarten - Grade 3	5,429	69
Grades 4-6	1,989	25
Grades 7-12	479	6
Totals	**7,897**	**100**

Local school districts receive extra Title I funds to help students who reside in local institutions for neglected or delinquent children. In fiscal 1996, a total of 13,957 students were served.

Instructional Areas

Instruction in reading/language arts is almost always identified as the greatest area of need for Title I service. First priority for participation is given to children most in need of additional help. A total of 133,815 students received reading/language arts services in the regular term and 8,169 in the summer term (see Table 7).

Mathematics is the second-ranked area of need. A total of 56,261 students participated during the regular 1995-96 school year and 7,560 in the summer (see Table 7).

Table 7
Student Participation by Instructional Areas

Instructional Areas	Regular Term		Summer Term		Both Terms	
	Number	Percent*	Number	Percent**	Number	Percent***
Reading/ Language Arts	133,815	79	8,169	79	141,984	79
Mathematics	56,261	33	7,560	73	63,821	35

*Percent of 170,416 participants. (Does not include 95,389 students in Schoolwide Program Schools).

**Percent of 10,312 participants.

***Percent of 180,728 participants.

Percentages of participants in each instructional area provide an additional perspective. Seventy-nine percent of the 170,416 regular-term participants received reading/language arts instruction. During the summer term, 79 percent of the 10,312 participants were in reading/language arts. The difference in percentage of youngsters served is especially great in mathematics. Note that only 33 percent were served in the regular term, while 73 percent received mathematics instruction in the summer.

Through the years, the extra instruction provided by Title I has emphasized improvement of basic reading/language arts and mathematics skills. Percentages of all participants involved in these instructional areas reflect this focus.

Student Performance

Under Title I it is no longer required that students in grades 2 and above be pre and posttested with a nationally normed, standardized achievement test in reading and/or mathematics to determine their academic standing before and after Title I supplemental instructional is provided. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children. In this context the performance of Title I served students on the State's five proficiency tests administered at grades 4-6-9-12 provides the accountability framework within which the effectiveness of Title I service is measured.

In the fiscal 1996 regular term, 44,189 students received Title I service in grades 4-6-9-12. Performance of those Title I served students on the state proficiency tests are as follows: 21,993 or 50 percent passed reading; 22,185 or 50 percent passed writing; 12,392 or 28 percent passed mathematics; 20,308 or 46 percent passed citizenship; and 8,119 or 18 percent passed science (see Table 8). These passing rates should be understood from the perspective that Title I served students are the lowest achieving students in the grade levels cited.

Table 8
Passing Rates on State Proficiency Tests of Title I Served Students in Grades 4-6-9-12

Proficiency Test	Number	Percent*
Reading Passage Rate	21,993	50
Writing Passage Rate	22,185	50
Mathematics Passage Rate	12,392	28
Citizenship Passage Rate	20,308	46
Science Passage Rate	8,119	18

*Percent of 44,189 participants.

Expenditure Patterns

Title I funds can be categorized by their use for salaries and related costs; instructional materials, supplies, equipment, and capital outlay; and supportive services. As indicated in Table 9, most of the money is used to employ teachers and aides who work directly with children. In contrast, 18 percent is used for instructional materials, supplies, equipment, capital outlay, and supportive services.

Another way to look at Title I budgets is by average cost per student receiving supplemental instruction. In fiscal 1996, the 276,117 children in Title I were served at an average cost of $1,074 each.

Table 9
Budget Amounts by Function Areas

Function Area	Fiscal Year	
	Amount	Percent
Salaries and related costs	$245,076,922	82
Instructional materials, supplies, equipment, capital outlay	25,853,514	9
Supportive Services	25,679,971	9
Totals	**$296,610,407**	**100**

Staff Positions

Table 10
Full-Time Staff Equivalents by Position

Staff Positions	Regular Term		Summer Term		Both Terms	
	Full-Time Equivalent	Percent	Full-Time Equivalent	Percent	Full-Time Equivalent	Percent
Teachers/tutors	4,498	75	154	79	4,652	74
Teacher aides	1,115	18	20	10	1,135	18
Coordinators, supervisors, directors	147	2	13	7	160	3
Clerical staff	115	2	4	2	119	2
Other supportive staff	155	3	5	2	160	3
Totals	**6,030**	**100**	**196**	**100**	**6,226**	**100**

Eighty-two percent of all Title I expenditures in fiscal 1996, were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions in Table 10 provides a general answer.

A total of 4,498 full-time equivalent teachers, some of whom worked as tutors, were employed during the regular term, and 154 during the summer.

Title I teachers are sometimes assisted by aides. One thousand one hundred fifteen full-time equivalent aides assisted Title I teachers during the regular term. In the summer, 20 aides were employed.

During the regular term, 93 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, 92 percent of the positions were filled by teachers, tutors, and aides.

Professional Development

The teachers, aides, and others who are responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have master's degrees and numerous years of successful teaching experience, professional development is considered an important Title I activity.

In fiscal 1996, a total of $11,397,295 was used to provide professional development. Staff members who worked with Title I participants had the opportunity to improve their skills and understanding through these activities.

In some instances, professional development is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive programs.

Title I requires high quality professional development be geared toward the improvement of teaching that enables participants to meet the content and performance standards required for all children. A second thrust is to challenge and create a school environment conducive to high student achievement in the academic subjects.

Parent Involvement

The major goal of all parent involvement related to Title I is improved student achievement. As would be expected, types of involvement are varied (see Table 11). A very important type, parent advisory council membership, is discussed separately in this report.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are invited to participate in these conferences to provide a more coordinated approach to helping children.

Many parents visit their child's Title I class; help make instructional games for use at home; attend meetings with guest speakers; or help out as volunteer tutors, aides, or monitors.

Teachers in some districts visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

In fiscal 1996, 150,963 parents of Title I students were involved in one or more of the types of activities reported in Tables 11 and 12.

Table 11
Parent Involvement

Types of Contacts	Number*	Percent
Individual conferences with Title I staff members	211,477	55
Classroom visits by parents	74,212	19
Group meetings (in addition to council meetings)	88,902	23
Home visits by Title I staff members	10,425	3
Totals	**385,016**	**100**

*A total of 150,963 parents of Title I students were involved one or more times in the listed activities.

Table 12
Five-Year Trend: Types of Parent Involvement Contacts

Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings*	Home Visits
1992	152,518	48,949	56,721	8,562
1993	155,771	58,312	64,339	8,142
1994	175,894	65,777	59,686	7,868
1995	188,537	77,628	65,871	8,336
1996	211,477	74,212	88,902	10,425

*In addition to school district or school council meetings.

Parent Advisory Councils

Title I regulations require school districts to convene an annual public meeting for the purpose of explaining activities and programs to parents of participating children. Districts may provide reasonable support for additional parent activities.

Title I legislation removed the requirements for formal school and district councils. However, many districts in Ohio continued school councils as locally designed organizations. District councils were also maintained in many districts, but without rigid requirements. Thus, members and school administrators were able to modify their procedures to better meet local needs.

Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Typical activities of school council members included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers.

At the district level, council members were likely to discuss and recommend ways to improve the district's Title I activities as they relate to the needs of children, help arrange districtwide or countywide meetings for parents of all Title I participants, or assist with exchanges of information through newsletters or tours of Title I classrooms.

During fiscal 1996, school-level advisory council membership totaled 15,230, and district advisory council membership numbered 2,370. In addition to local school and district meetings, council members were encouraged to organize and attend county or multidistrict meetings.

During the past five-years, membership on district advisory councils has averaged 2,319 yearly (see Table 13). Although the number of persons who officially serve as district council members has been declining, the total number of parents involved in Title I activities is quite high.

One of the main reasons for the successful involvement of parents is that Title I teachers and school principals have reached out to them and convinced them that they can make important contributions to their children's academic achievement.

Table 13
Five-Year Trend: Council Membership

Fiscal Year	School Councils	District Councils
1992	16,526	2,124
1993	10,567	2,022
1994	11,040	2,663
1995	20,167	2,414
1996	15,230	2,370

Title I Basic Programs: Summary of Successes

Title I helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped each year. The following list provides supportive evidence and a summary of Title I operations during fiscal 1996 (the 1995-96 school year and the summer that followed).

Of Ohio's 612 school districts, 606 or 99 percent, conducted Title I programs.

Local school districts received a total of $296,610,407 in Title I funds to provide extra instruction for 276,117 educationally disadvantaged children.

Most Title I activities occurred in the regular school term, during which over 96 percent of participants received instruction and most expenditures were made.

Ninety-one percent of the students receiving Title I instruction were in grade six or below. The greatest concentration of pupils, 65 percent, was in grades pre-kindergarten through three.

Highest priority for Title I services is given to reading/language arts. Over 79 percent of all regular-term participants and summer-term participants received instruction in this area.

Eighty-two percent of all funds budgeted for the year were for staff salaries and related fringe benefits.

School districts hired 4,498 teachers or certified tutors, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 154 teachers or tutors on a full-time equivalent basis.

Parent advisory councils were an integral part of Title I. A total of 2,370 parents served on district councils and 15,230 were on building councils.

Several reasons for the success of Title I are apparent:

Provision of concentrated instructional services for selected educationally disadvantaged children.

Emphasis on needs assessment and diagnostic-prescriptive instruction.

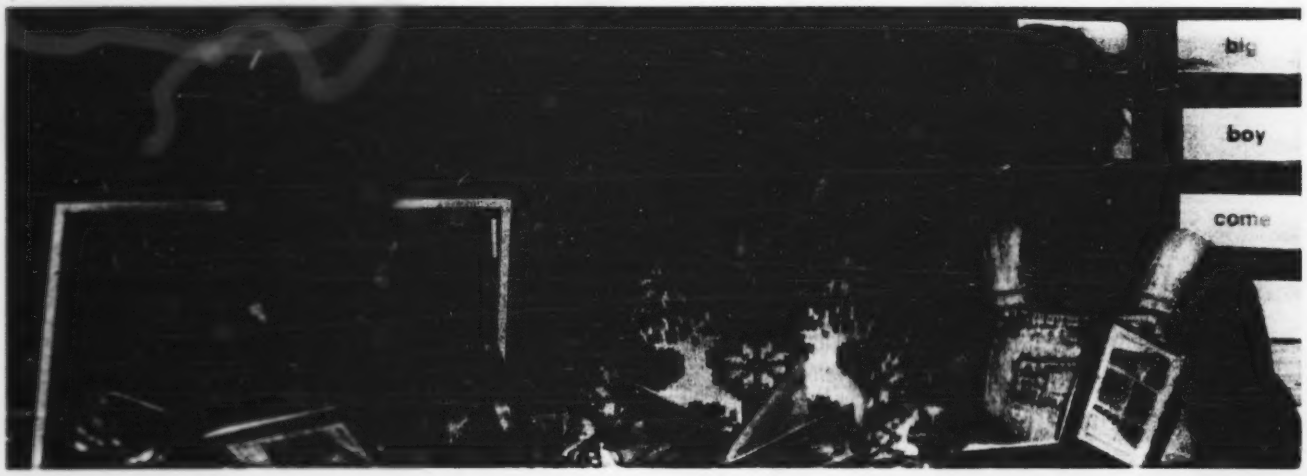
Concentration on improvement of reading, mathematics, and language arts skills.

Coordination with classroom instruction.

Reliance on school principals as instructional leaders.

Support by local boards of education with additional funds for Title I purposes.

Meaningful involvement of parents.



Summary of Successes, continued

This program is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. The following courses of action by school administrators are recommended:

Continue to use available funds prudently.

Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.

Urge teachers to continue to develop personalized instructional plans for each Title I participant.

Seek ways to motivate more children to improve their reading, mathematics, and language arts skills.

Continue to involve parents in meaningful activities.

Convince legislators, educators, and the public through effective publications, audiovisual presentations, and speaking engagements that Title I helps children. Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that

Title I helps thousands of children annually to improve their reading and mathematics skills and become successful in school.

Much remains to be done to help thousands of additional educationally disadvantaged children each school year.

Children who are not helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future.

Local public school districts and states cannot solve educational problems alone. Federal aid for areas of special need is essential.

Special Programs

ducational programs for children of migratory agricultural workers are currently funded through special provisions in Title I of the Elementary and Secondary Education Act.

Annual grant awards to the state are based on a count of migrant children ages 3-22 who come to Ohio. Recruiters locate families as they move from state to state and community to community, register the children, have academic and health information about the children sent via a record transfer system, and tell parents about the educational services provided through Title I, Part C.

Special Programs for Migrant Children

Three main crops (pickles, tomatoes, and sugar beets) and truck farming attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, that anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided (see Table 14). If enrollments run higher or lower then projected, allocation adjustments are made. The number of students who enroll each year fluctuates with labor demands and weather conditions.

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during June, July, and August. Many families stay until the first frost in late September or early October.

Between 50 and 60 percent of the migrant youngsters receiving Title I instruction are enrolled in grades one through six. From 20 to 25 percent are typically in kindergarten, preschool, or summer daycare. The remainder are in grades seven through twelve.

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children are predominantly Spanish-speaking. Improvement of reading and mathematics skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the summer.

At the secondary level during the fall, migrant students have the same course choices as local students. Title I migrant funds are used primarily to provide teachers for tutoring, as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Table 14
Grant Awards, Districts, and Participants

Fiscal Year	Grant Award	Districts	Participants
1992	$1,522,577	21	2,439
1993	1,517,561	21	2,332
1994	1,470,057	20	2,397
1995	1,470,057	20	2,464
1996	1,813,513	17	2,421

Ninety percent of the funds for migrant education are used for staff salaries and fringe benefits (see Table 15). Because of the nature of migrant education, supportive services are necessary. During the summer months, pupil transportation, health services, and food services are provided. Other supportive services include student recruitment and transmission of health and educational information.

Table 16 indicates numbers of instructional, administrative, and supportive staff employed on a full-time equivalent basis.

Parent involvement is required by law. Types of involvement include school and class visits, conferences with teachers, and parent advisory council membership (see Table 17).

Table 15
Expenditures by Function Areas

Function Areas	1992	1993	1994	1995	1996
Salaries, fringe benefits	88%	90%	90%	90%	85%
Instructional materials, supplies, equipment	7	5	5	5	10
Other services	5	5	5	5	5

Table 16
Full-Time Staff Equivalents by Position

Staff Positions (Full-Time Equivalent*)	Regular Term	Summer Term
Teachers	41	72
Teacher aides	5	58
Directors, coordinators	14	11
Transfer-record clerks	17	12
Recruiters	19	19
Transportation personnel	–	30
Food service workers	–	20
Custodians	–	13
Support staff	13	16

*For number of weeks respective programs were in operation

Table 17
Parent Involvement

Term	Number of Parents	Percent of Parents
Fall 1995	550	60
Spring 1996	125	55
Summer 1996	700	70

Title I for Migrant Children: Summary of Successes

Fiscal 1996 highlights and successes of migrant education in Ohio include the following:

About 90 percent of the 2,421 participants were interstate travelers, most from Texas or Florida. The parents of about 8 percent were former migrants who have permanently settled in Ohio within the last five years. The remainder were from families that traveled within the state to obtain agricultural employment.

During the summer months when regular schools were not in session, 11 districts operated special migrant schools.

In the fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance received supplemental instruction that was tutorial in nature.

Eight districts enrolling over 125 migrant students each during the summer were Gibsonburg, Willard, Elmwood, Findlay, Fremont, Lakota, Region VI (Henry County), and Woodmore. Six districts — Fremont, Eastwood, Gibsonburg, Region VI (Henry County), Willard, and Woodmore — served 100 or more students in the fall.

One district, Toledo, provided a year-round program.

Three districts — Lakota, Vanguard, and Woodmore — conducted summer evening classes for high school and junior high students.

Ohio and Texas educators are continuing their efforts to coordinate the instruction and services available to both high school and junior high students.

The migrant education center at Fremont provided consultant services, developed instructional and recruitment materials, and distributed media resources.

State-sponsored workshops were held for various groups, including administrators, teachers, transfer-record clerks, and recruiters.

Ohio's terminal for the record transfer system continued to send and receive information about migrant children living in Ohio.

The migrant education center at Fremont, in cooperation with several state, local, and private agencies, sponsored a mobile health fair. Health screenings were provided to approximately 1,500 migrant children and their parents.

Special Programs for Neglected or Delinquent Children

Separate provisions of Title I also provide funds to improve educational opportunities for neglected or delinquent children who attend state agency schools. The Ohio Department of Youth Services and the Ohio Department of Rehabilitation and Correction receive funds and conduct Title I programs.

During fiscal 1996, the Ohio Department of Youth Services used Title I funds to help 2,087 delinquent youngsters in seven schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included language development and written communication skills.

The Ohio Department of Rehabilitation and Correction provided supplemental reading, language arts, and mathematics instruction to 717 inmates 16 to 20 years of age serving terms in 11 correctional institutions.

During the last five years, over $12,900,000 has been available to provide supplemental instruction to 19,177 neglected or delinquent children, nearly all of whom were wards of the state or the courts (see Table 18).

Table 18
Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1992	15	3,395	$2,766,000
1993	16	3,361	2,510,323
1994	15	4,718	2,952,205
1995	19	4,899	2,662,401
1996	18	2,804	2,027,170
Totals	**83**	**19,177**	**$12,918,099**

Participation and Instructional Patterns

The number of participants served each year tends to vary dependent on the number of children committed to agency care (see Table 19).

The top priority for instruction is consistently identified as improvement of basic reading or mathematics skills (see Table 20). In many instances, students receive supplemental instruction help in both areas.

Table 19
Participants by State Agency

Agency	1992	1993	1994	1995	1996
Ohio Department of Youth Services	2,315	2,286	2,542	2,253	2,087
Ohio Department of Rehabilitation and Correction	944	994	2,098	2,568	717
Totals	**3,259**	**3,280**	**4,640**	**4,821**	**2,804**

Table 20
Student Participation by Instructional Areas

Instructional Areas	Number	Percent*
Reading/Language Arts	2,288	82
Mathematics	1,891	67

*Percent of 2,804 participants.

Staffing and Expenditure Patterns

Table 21 Budget Amounts by Class Areas		
Class Areas	**Amount**	**Percent**
Salaries and related costs	$1,780,470	88
Instructional materials, supplies, equipment	109,960	5
Inservice education	136,740	7
Totals	**$2,027,170**	**100**

Table 22 Full-Time Staff Equivalents by Position		
Staff Positions	**Full-Time Equivalent**	**Percent**
Teachers/tutors	30	75
Teacher aides	7	17
Supervisors/directors	2	5
Other	1	3
Totals	**40**	**100**

Eighty-eight percent of all expenditures went for instructional salaries, fringe benefits, and personal-service contracts (see Table 21).

Expenditures for salaries and related costs were used almost entirely to employ teachers and aides who worked directly with students. Employment patterns for fiscal 1996 are indicated in Table 22.

Title I for Neglected or Delinquent Children: Summary of Successes

Most neglected or delinquent youth, who are housed or confined in state facilities that operate their own schools, need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Title I funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Title I in Ohio. Other highlights include:

- Instruction funded through Title I supplements instruction provided by the state to all students educated under similar circumstances. A total of 2,804 students in institutions participated in fiscal 1996.
- Individual students who needed extra help with basic reading or mathematics skills were identified, their academic needs assessed, and appropriate instruction provided. In fiscal 1996, a total of 2,288 Title I participants were enrolled in reading classes and 1,891 in mathematics classes.
- Title I funds are also used to provide professional development designed to increase teacher effectiveness under very challenging circumstances.

McKinney Homeless Assistance Act

Education programs for homeless children and youth in Ohio are currently funded through the Stewart B. McKinney Homeless Assistance Act. Allocations from the annual state grant award are made to school districts and educational service centers on the basis of need as demonstrated through a yearly application process.

During fiscal 1996, homeless education programs were in operation in nine major city school districts and two rural school districts in the southeastern part of the state. From fiscal 1992 through fiscal 1995 the state's homeless education grant award increased each year, however, in fiscal 1996 the award decreased by 22 percent from the previous year (see Table 23).

Table 23
Five-Year Trend: McKinney Homeless Assistance Act

Fiscal Year	Grant Award	Districts
1992	$ 913,420	9
1993	974,422	9
1994	1,100,257	10
1995	1,260,234	11
1996	985,000	11
Totals	**$5,233,333**	**50**

Education for Homeless Children and Youth Program services are offered in domestic violence shelters, runaway shelters, emergency shelters, and several short- and long-term transitional shelters. All local programs are coordinated by a homeless liaison person who links the educational process between shelters and the schools.

Emphasis in the homeless program is educational with the primary goal to provide as much funding as possible for direct instruction to and support of children. A number of services for homeless children is in place with the first priority of assisting these children in registering at the appropriate school. As part of that effort, homeless children and youth receive assistance related to

- transportation
- reducing enrollment delays in school assignments caused by lack of birth certificates, school records, other documentation, and immunizations

A variety of tutoring services are also provided for children. Tutoring may take place during the day or after school on school grounds or at a shelter during the late afternoon and/or evening hours. During fiscal 1996 a total of 8,829 homeless children from 11 school districts received tutoring services in 67 shelters (see Table 24). Additional shelter services included: summer school programs and enrichment activities for children; assisting parents with payment of education fees and the cost of records; and, the provision of bookbags and school supplies for primary age children.

Programs For Homeless Children

Table 24 Number of School Districts, Shelters, and Students Served		
Districts	**Shelters**	**Students**
11	67	8,829

Another crucial element in the program is the provision of professional development and other activities for educators and pupil services personnel that are designed to heighten their understanding of and sensitivity to the needs of homeless children and youth. Each of the 11 school district program sites are providing this information to all school districts in their area. Several regional workshops were conducted to discuss ways of assisting homeless children.

Summary of Successes

The Stewart B. McKinney Education for Homeless Children and Youth programs provide a vital link between schools, shelters, children, and families. The program has heightened the awareness of homelessness in Ohio and provided for coordinated efforts between schools and shelters in an effort to provide the best education possible for homeless children. Following are ways in which Ohio's fiscal 1996 homeless education programs attempted to help homeless children and youth meet the state's challenging content and performance standards.

Nine major city school districts along with two rural school districts in southeastern Ohio operated funded homeless children and youth programs.

Sixty-seven different shelters offered tutoring and other types of assistance to homeless children.

A total of 8,829 children were served with direct tutoring either at shelters or in schools.

One school district implemented a toll free hotline in its homeless program.

At a transitional shelter one school district provided coordinated, comprehensive services between the homeless program and other federal and state programs.

Homeless education program guidelines were presented to five state organization groups.

All grantees provide homeless awareness meetings both in and outside their districts.

Title VI Innovative Assistance Programs

Title VI is a federally funded innovative assistance program based on the premise that those nearest the mission of elementary and secondary education — school superintendents, principals, teachers, and support personnel — know how to best meet the educational needs of students. The program encourages comprehensive educational reform and the coordination of state and local educational efforts. Subject to the requirements of Title VI, educational entities in the state that receive funds have wide discretion in designing, developing, and implementing educational programs for students under this Title.

Title VI innovative assistance programs may be designed to support

- local education reform efforts that are consistent with and support statewide reform efforts under Goals 2000: Educate America Act
- state and local efforts to accomplish the National Education Goals
- state and local educational agencies in implementing promising educational reform programs
- innovation and educational improvement, including support for library services and instructional and media materials
- efforts to meet the special educational needs of at-risk and high-cost students

All school districts in Ohio are eligible for Title VI funds. From the state's fiscal 1996 grant of Title VI funds, not less than 85 percent were allocated to public school districts and chartered nonpublic schools based on enrollment of students ages 5-17. Allocations are adjusted in accordance with approved criteria to provide higher per-student allocations to those school districts with the largest numbers or percentages of children whose education imposes a greater cost per student such as those in

- areas with high concentrations of low-income families
- low-income families
- sparsely populated areas

Table 25 shows the Title VI funding trend for fiscal years 1992 through 1996. Over this five-year period there has been a consistent decline in the federal allocation of Title VI funds to Ohio, which has resulted in an overall funding reduction of 26 percent.

Table 25
Five-Year Trend: Title VI Grant Award

Fiscal Year	Grant Award	Allocation to School Districts	Allocation to ODE*
1992	$19,129,755	$15,304,026	$ 3,825,729
1993	19,038,335	15,230,851	3,807,484
1994	18,248,816	14,599,223	3,649,593
1995	15,266,791	12,213,585	3,053,206
1996	14,183,002	12,005,569	2,177,433
Totals	**$85,866,699**	**$69,353,254**	**$16,513,445**

*Ohio Department of Education

In fiscal 1996, Ohio received $14,183,002 in Title VI funds of which $12,005,569 or 85 percent was distributed to school districts, joint vocational school districts, boards of mental retardation and developmental disabilities (MR/DDs), and state institutions. Table 26 shows the Title VI allocation amounts by those administrative units.

Table 26
Allocations to Administrative Units

Administrative Unit	Allocation	Percent
School Districts	$11,773,152	98
Joint Vocational School Districts	141,715	1
Boards of MR/DD	120,008	1
State Institutions	20,694	—
Totals	**$12,055,569**	**100**

Student Participation

Funds made available to local education agencies under this title are to be used for innovative assistance programs aimed at increasing local flexibility, reducing administrative burden, providing services to public and nonpublic school students, encouraging innovation, and contributing to the improvement of elementary and secondary education.

In Tables 27, 28, and 29 are listed the Title VI innovative assistance program areas in which public and nonpublic school students and staff participated and on which fiscal 1996 Title VI funds were expended.

Student participation by public and nonpublic schools for each innovative assistance program area is shown in Table 27.

Table 27 Student Participation in Innovative Assistance Program Areas by Public and Nonpublic Schools		
Innovative Assistance Program Areas	Number of Students	
	Public	NonPublic
1. School-based reform programs and professional development	111,618	29,463
2. a. Instructional/educational materials and library services/materials	169,237	63,111
b. Computer software and hardware	103,920	35,546
c. Other curricular materials and assessments	41,316	6,969
3. Education reform projects (including effective and magnet schools)	63,722	14,474
4. Programs for higher order thinking skills and dropout prevention	81,664	814
5. Programs to combat student and adult illiteracy	5,322	956
6. Programs for gifted and talented children	15,023	3,190
7. School reform activities consistent with Goals 2000	83,083	7,103
8. School improvement programs	639	822

Staff Participation

For fiscal 1996 the number of public and nonpublic staff involved in Title VI programs by each innovative assistance program area is shown in Table 28.

Table 28 Staff Participation in Innovative Assistance Program Areas by Public and Nonpublic Schools		
Innovative Assistance Program Areas	Number of Staff	
	Public	NonPublic
1. School-based reform programs and professional development	8,811	12,982
2. a. Instructional/educational materials and library services/materials	2,151	648
b. Computer software and hardware	1,485	525
c. Other curricular materials and assessments	1,318	151
3. Education reform projects (including effective and magnet schools)	3,104	856
4. Programs for higher order thinking skills and dropout prevention	962	19
5. Programs to combat student and adult illiteracy	9	36
6. Programs for gifted and talented children	536	51
7. School reform activities consistent with Goals 2000	7,955	129
8. School improvement programs	35	11

Expenditure Patterns

An expenditure percentage of Title VI funds for each innovative assistance program area by public and nonpublic schools is provided in Table 29.

Table 29
Percent of Expenditures for Innovative Assistance Program Areas by Public and Nonpublic Schools

Innovative Assistance Program Areas	Percent of Expenditures	
	Public	Nonpublic
1. School-based reform programs and professional development	13	16
2. a. Instructional/educational materials and library services/materials	11	31
b. Computer software and hardware	15	23
c. Other curricular materials and assessments	3	6
3. Education reform projects (including effective and magnet schools)	10	6
4. Programs for higher order thinking skills and dropout prevention	23	1
5. Programs to combat student and adult illiteracy	3	3
6. Programs for gifted and talented children	4	3
7. School reform activities consistent with Goals 2000	15	6
8. School improvement programs	1	2
9. Administration	2	3
Totals	**100**	**100**

Summary of Successes

The Title VI, Innovative Assistance Program encourages school district personnel to design, develop, and implement educational programs based on local determinations of their needs and ways and means to meet those needs. Within 8-10 innovative assistance program areas, educational entities that receive Title VI funds have great latitude in how to expend these funds to carry out comprehensive educational reform and the coordination of state and local educational programs.

Following is a summary of information that depicts the fiscal 1996 impact of Title VI.

The number of educational agencies that received Title VI funds in fiscal 1996 totaled 748. These agencies included: school districts; joint vocational school districts; boards of mental retardation and developmental disabilities (MR/DD); and state institutions.

At least 232,348 public and nonpublic students were beneficiaries of Title VI funded programs.

No fewer than 21,793 public and nonpublic school staff members were involved in Title VI funded programs.

Title I, Title VI, and Education of Homeless Children and Youth funds are channeled through state departments of education. In Ohio, the Division of Federal Assistance administers these programs.

A state staff of 15 to 18 experienced administrators and educational consultants provides technical assistance to local districts and state agencies to ensure delivery of concentrated and effective instructional services to children.

Major services provided by the Division of Federal Assistance to local school districts and to state agency schools include

- Assistance in planning and developing project proposals
- Review of project proposals received from applicant agencies
- Assistance with revision of proposals to meet federal guidelines
- Approval of project proposals
- Assistance with project implementation, school improvement, staff development, parent involvement, evaluation, fiscal accounts, reports, and dissemination of information
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports

The principal means by which division staff members provide information about the various programs are office conferences; field services; meetings with local staff and parent advisory councils; state and regional workshops; and publications, audiovisual presentations, and speaking engagements.

During fiscal 1996, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a statewide conference for program administrators, Title I teachers, and parents; a meeting for new Title I coordinators; meetings for federal program directors from large districts; regional meetings for all Title I coordinators; and various meetings for migrant and homeless education coordinators, teachers, aides, and support personnel.

Guidelines for Title I require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and a variety of promising educational practices.

State publications for fiscal 1996 included the FY 1995 annual report, *The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance, and *Footnotes*, a quarterly memorandum from the division director.

Title I, Title VI, Homeless Children and Youth: A Five-Year Summary

Table 30 Five-Year Financial Summary Grant Awards					
Programs	**1992**	**1993**	**1994**	**1995**	**1996**
Title I					
Basic	$199,391,283	$224,682,941	$243,867,455	$274,267,585	$296,610,407
Migrant	1,522,577	1,517,561	1,402,865	1,470,057	1,813,513
Neglected or delinquent	2,766,000	2,510,323	2,952,205	2,662,401	2,027,170
Title VI	19,129,755	19,038,335	18,248,816	15,266,791	14,183,002
Homeless Children and Youth	913,420	974,422	1,100,257	1,260,234	985,000
Totals	**$223,723,035**	**$248,723,582**	**$267,571,598**	**$294,927,068**	**$315,619,092**
Five-year total for all grants = $1,350,564,375					

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